**Unit 1 Global Citizenship**

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| **Language / Level** | | Level A/1 | | | |
| **Performance Range** | | Novice Mid/Novice High | | | |
| **Stage 1: Desired Results** | | | | | |
| **Theme/Topic** | | Unit 1: Personal and Public Identities/Global Citizenship | | | |
| **Enduring Understanding** | | Everyone has a unique identity. | | | |
| **Essential Question** | | Who am I? | | | |
| **Learning Scenario** | | | | | |
| Students will begin by exploring who they are, where they live, and their nationality. They will then assume a new global identity in order to explore the daily life of a person in the target culture. They will learn to introduce themselves and will meet others using their new language. Students will be able to exchange personal information such as names, ages, and how they feel. They will be able to talk to others about their interests, as well as comment on their free time activities. | | | | | |
| **Unit Goals** | | | | | |
| Learners will be able to:   * Greet and say goodbye to others and introduce themselves using appropriate norms of address * Exchange information about themselves as they get to know others - name, age, nationality, country * Ask for and give likes and dislikes * Acknowledge others’ likes/dislikes briefly * Discuss what they do in their free-time * Use numbers in context; compare themselves to simple statistics about the world/country as a village * Describe my community/state in terms of nationalities and languages spoken | | | | | |
| **Stage 2: Assessment Evidence** | | | | | |
| **Summative Performance Tasks (Transfer)** | | | | | |
| **Interpretive** | | | | | |
| * Read autobiographical authentic texts about real or imaginary people or characters from the target cultures and share details on what you learn about that person. * Listen as someone talks about their likes and dislikes and share what you learn about that person. * Listen to someone introduce themselves with some personal details and demonstrate comprehension. | | | | | |
| **Presentational** | | | | **Interpersonal** | |
| **On Demand (Required)** - Assume the role of your global identity. Write an e-mail to your new host sibling. Introduce yourself and talk about who you are, where you live, and what you like and dislike. Be sure to ask questions to find out more about your host sibling.  **Project (Optional)** - [Global Citizenship Project](https://docs.google.com/a/pkwy.k12.mo.us/document/d/1-hzORZbJQaafpclOQliiKURVvzfkjPXiu3luCQNgh88/edit?usp=sharing): Create a multi-media presentation that will introduce yourself to other speakers of the target language. | | | | Have a conversation where you introduce yourself. Talk about who you are, where you live, and what you like and dislike. Find similarities and differences between you and your partner. | |
| **Can Do Statements**  *Learning Targets* | | | | | |
| **Interpretive** | | * (R) I can recognize and understand basic information when reading identity cards or other similar documents. * (R & L) I can read and listen to autobiographical text and answer questions demonstrating comprehension. * (R&L) I can understand as people introduce themselves and talk about likes and dislikes. | | | |
| **Presentational** | | * (S & W) I can introduce myself and tell where I live and what I like and dislike. * (W) I can fill out a form with basic, personal information. * (S&W) I can introduce myself as a person from another culture. | | | |
| **Interpersonal** | | * (S) I can talk with others to get to know them exchanging personal information as well as likes and dislikes. | | | |
| *Toolbox - Acquisition* | | | | | |
| **Language** **Functions**  **I can…** | | | **Supporting**  **Structures/Patterns** | | **Priority**  **Vocabulary** |
|  | Greet others and say goodbye using appropriate forms of address | | Basic greetings and goodbyes | | * Common courtesies & greetings, names * Nationalities * Cities, countries, continents * Adjectives expressing feelings * Numbers to 100 * Months for giving birthdays * ABCs last name and texting codes * Birthdate * Conjunctions - and, or, because * Simple conversational responses |
|  | Introduce myself and respond to introductions | | My name is…, nice to meet you | |
|  | Ask and answer questions about nationality | | Nationalities and adjective agreement  to be | |
|  | Ask and answer questions about where I live | | Where do you live?  I live…  Simple prepositions | |
|  | Ask and tell age and birthday | | Numbers to 31 | |
|  | Ask and tell how I and others are feeling | | Adjective agreement  How are you? I am … | |
|  | Ask for and give likes, dislikes, and preferences | | Do you like...I like, don’t like + nouns and their definite article | |
|  | comment on the percent of the world’s population that does certain things | | #% of the world | |
|  | identify countries and continents where the target language is spoken | | They speak (language) in… | |
| **Resources** | | | | | |
| **All** | | [What if Everyone Lived in Just One City?](https://www.youtube.com/watch?v=r_iNRGac_uM&spfreload=10) Interesting video in English about population. This might be assigned for viewing at home. | | | |
| **French** | | [Si le monde était un village](https://www.youtube.com/watch?v=DyeHiCoHggs) | | | |
| **German** | | [Wenn es nur 100 Menschen auf der Welt gäbe...](https://www.youtube.com/watch?v=4ePDFWigZCw&spfreload=10) | | | |
| **Spanish** | | <http://www.aztecanoticias.com.mx/infografias/157/-a-qu-dedicas-tu-tiempo-libre->  [Si el mundo fuera una aldea](https://www.youtube.com/watch?v=qUGZltPaxPo&spfreload=10)  [Cuántos continentes hay y cuáles son](https://www.youtube.com/watch?v=Ky-QGR8Cl90)  [RAP ¿Cuántos continentes hay en la tierra](https://www.youtube.com/watch?v=6usEc3MHetw) | | | |
| **Stage 3: Learning Plan** | | | | | |
| **Mode** | | **Learning Experiences/Formative Assessments** | | | |
| Interpretive  Presentational | | Work with video or images that are based on If the World Were a Village of 100 People. Present a context like language. Give the categories and ask students to predict the correct percentage before showing. Students can view a video that shows the breakdown for the US (<https://www.youtube.com/watch?v=mCTaiKxpWSA>). Then, the language specific version could be used to compare some of the statistics to those for a country where the target language is spoken. | | | |
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